

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Malcolm C. Hursey Elementary

District: Charleston

Principal: La Dene' Conroy

Superintendent: Dr. Nancy J. McGinley

FOCUSED SCHOOL RENEWAL PLAN (FSRP)

2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

School Narrative Profile

Malcolm C. Hursey is an urban neighborhood elementary school with 98.68% free and reduced lunch and shows low mobility rate as of January 2006 –though we have had an increase of students entering on fourth grade this school year- January 2007. Hursey is tucked behind a small 2-lane highway in a cozy neighborhood close to a busy 4 – lane highway in North Charleston. We are adjacent to the new Mixson Housing Development in the process of building 950 new single family homes and whose business partnership has been refreshing and exhilarating. We have 311 students and will increase our student population to 351 for the 2008-2009 school year with our increased child development population. We serve 98 percent African American students, 13 Hispanic students; 1 percent Caucasian (22 students) and 8 other. We serve 38 speech students, 15 resource students, and 13 TMD students.

We will test between 65-70 four year old children this fall and will place 60 children in 3 child development classes plus the two existing Montessori Primary classrooms. We are moving two child development units from North Charleston Elementary to our school. The scores range each year between 0-99 per cent on the Dial 3. We are also serving 20 three-year-olds who have just turned four. We will assess them in the spring using the DIAL 3 and would expect their score to be higher than incoming tested fours. We will serve our most reluctant readers in a FROG group-Facilitating Reading for Optimal Growth serving 1 small group in 1st, 2 small groups in 2nd and 1 small grouping third. We will serve on the average of 18 - 36 students per year. These groups will have flexibility so we can move students in and out as needed based on reading level acquisition. Our AYP subgroups share that we must focus out attention on building sentence fluency while reading to increase comprehension. We will continue to support the CCSD balanced literacy model PreK-5th mandating 120 minutes of ELA instruction. We will continue to monitor time on task and standards based instruction using walk through observations frequently to meet the needs of all learners in 2008-2009.

Staff (The Hursey Constellation)

Even with Hursey's stellar leadership team, we cannot overcome the challenge of a series of new teachers that step over Hursey's threshold each year. We are decreasing the number of new teachers coming on board for 2008-2009. This year we are replacing three teachers with two veteran teachers and adding two additional child development teachers (1st grade, 2nd grade, two Child Development Teachers (one is a seasoned EC teacher), and a Resource Teacher). The professional training and staff development becomes the greatest single challenge to have everyone speaking from the same page. There will be four teachers in their second year of teaching and eight third year teachers. Our staff remains about one-half seasoned and half new to the profession (four years or less in teaching). While teachers are building momentum through study alongside the support staff, interventionists and lead teacher our focus remains on time-on-task, setting the invitation for learning and the delivery of instruction using the coherent curriculum and standards. We continuously train and coach building the kind of rigor and relevance

necessary for students to accelerate and improve their learning. In 2008-2009 we will add tiered training by the teachers who have made gains with students.

Hursey's fifth grade will remain departmentalized and hold single-gender classrooms in core content areas and teach reading to mixed groups using RBI by strand changing every two weeks. We have assisted the teachers' school wide by funding class size reduction each year in all rooms K-5th with a ratio of 17 to 1 or lower.

Our face-to-face instruction or prime instructional time is at 88.6% up from 87.1%. Teacher's attendance rate is 95.6% up from 93.6% and student's attendance rates have met AYP for the past two years. The principal meets regularly with teachers who have any pattern of absences or frequent days away from students. The administration, guidance director-parent educator, lead teacher will have monthly attendance meetings with parents about tardies and/or absences and speak to them about the effect of the days missed has on school's AYP and their student's achievement goals. We will continue to reward perfect attendance and no tardies monthly by recognizing teachers and students. The principal will also send thank you notes to parents thanking them for getting their students to school daily.

Establishing the Invitation for Learning

Our investment in establishing the invitation for learning is critical. Teachers and staff must understand the children, build relationships, make connections and accept them as they are. Discipline referrals and suspensions have greatly decreased at Hursey. We continue to implement the positive behavior intervention system (PBIS); this will be year #4 and we have applied to be a banner school. The CORE team meets each Tuesday using Response to Intervention System to review, discuss children and the challenges that interfere with success in student learning and teacher needs for Tier 1, Tier 2 and/or Tier 3 type interventions offered in the classroom. Hursey has seen a large reduction of classroom referrals from February 2007 to February 2008 (177-107). We had 10 suspensions in 2008 1st semester (2 are for the same child); 1 IEP child / and zero expulsions. In 2007 we had 9 suspensions (4 are for the same 2 children) 3 IEP students and zero expulsions. The lead teacher, district contact and CORE team assists teachers with individual behavior plans for the hardest to reach students. We will continue with the responsive classroom and work towards all teachers using buddy teachers to reset students and reduce the number of minutes they miss instruction due to interfering behaviors. Ninety-five percent of the teachers are CHAMPS trained; 80-85% of teachers have CHAMPS implementation across the threshold from school wide to classroom management systems. The PBIS team coordinates the school store and reward system for recognizing students with excellent behavior and assists students with check-in and check-out system to diminish behaviors that keep more challenging students in school increasing their performance.

Professional Learning Community- Development and Training

We will continue on-going staff development through weekly TCT team meetings (these will remain focused by content for each week); planning days each semester for grade level teams; vertical team meetings meet each month:

a) Montessori certification- 2 teachers and principal Lander University; encumbered for summer 2008 5 weeks; Montessori Practicum 2008-2009; the Montessori teachers will serve in a practicum with Lander University this year

and have 1:1 coaching and observations in the implementation of the shelf lessons in the five core areas in the prepared environment.

b) Writing Improvement Network- 5 model writing demonstration classrooms and staff development for whole on 6 Traits (writer's workshop, writing rubrics; and scoring); media literacy to support technology integration in classroom and responding in writing across the curriculum. Our Write Traits work with WIN-the Writing Improvement Network will anchor our focus on literacy using writing across the curriculum as an anchor in increasing student achievement. We are focusing on writing as a form of assessment across all content areas and will review student's products and portfolios.

c) Everyday Math training, coaching, lesson demonstration and debriefing. We will continue using Everyday Math (now in our 2nd year), Calendar Math daily and Creative Problem Solver two days a week. TouchMath will be used as is a multi-sensory teaching approach that bridges manipulation and memorization. It will help students to develop the ability to perform basic operation in addition, subtraction, multiplication and division.

d) Emergent Literacy Graduate Course (22 teachers/coaches and principal are participating in spring 2007-2008). This course supports balanced literacy model focusing on the five CORE reading areas. The CCSD Balanced Literacy Model will anchor our reading and writing to the units in authentic presentation using the core reading series (Harcourt Trophies); plus leveled reading materials and additional reading resources from the literacy closet. Reciprocal teaching is expected during guided reading block where the teachers in a 60-90 minutes block careful construct RBI lessons based on MAP data by ELA strands. A greater emphasis on word analysis will be paired in writing with grammar and building sentence fluency in writing.

e) Kidspiration /SmartBoard Training one Wednesday each month

Our goal is to offer sustained training to teachers CD-Montessori through 5th grade and make the literacy language (vocabulary used by the staff) consistent and seamless throughout the school. We will offer consistent strategies and train teachers on assessment tools which will assist them in making informed decisions when planning for instructional delivery. We will continue to align the coherent curriculum each quarter with the state standards as well as plan interdisciplinary units of study anchored to science and/ or social studies. We are applying for partial magnet status looking at an Inquiry Model using System's Thinking CD-5th grade.

Our family literacy, parent involvement and community partnerships continue to grow.

<ul style="list-style-type: none">-Hursey Hope worldwide 21st Century Learning Community and Saturday Academy- 88 students-4 Family Literacy Nights (PreK-2nd) (20-30)-New Hursey Community Learning Center (CCSD)-GED classes-Hursey Community Learning Center (5) and Work Keys (6)-Parenting classes offered on special topics (5-15)-Human Resource Commission offered Manners Classes in the fall and held a December dance (35-40)-Motherhood offered fall and spring-day and evening;-Homework Helper sessions-Grandparents Breakfast twice a month on Friday mornings (5-15)-PTA meetings /dinners and performances by grade levels – monthly (20-70)-Parents encouraged to volunteer, serve on PTA or SIC, help with special activities <p>Business Groups: I'ON GROUP, United Parcel Service (UPS-volunteer at Saturday Academy); Roper-St. Francis Nurses-provide bags of food for Snack Sack Suppers. Westvaco, Venture Aerobearings</p>

We will continue to offer Family Literacy Nights 4 times a year PreK-2nd grade. We will continue to increase our parenting classes by offering child care both during the day and evening. We will be in our 2nd year of Hursey-Hope worldwide 21st Century Community Learning Center Extended Day and Saturday Academy. Our collaborative efforts with North Charleston Mayor Summey's office will help us support day care after school for 3 and 4 year olds in order to increase our service to 105 students. We continue our volunteer reading support offering side by side reading buddies- through Readers Are Leaders; Reading Soul Mates; working towards a full time Vista Volunteer and continue in our 4th year with our foster grandparent program.

PACT: English/Language Arts (percentage of students) To improve student performance in the areas of reading and language arts.

In 2007 86.6% of students scored Basic or Below in the English Language Arts portion of PACT; the increase was 1.7% difference. In 2006 approximately 84.9 % of students scored Basic or Below in the English Language Arts portion of PACT. Over the past two years the fifth grade has generated the lowest scores. African American students have increased the number in Basic and Proficient and while decreasing the percent in Below Basic. The percent of special education scoring Below Basic and Basic has decreased from 2006 (96.5%) to 2007 (76.5%) showing a 20% decrease. MAP testing in the last two years shows the increase of reading comprehension and fluency in grades 2nd-5th; and a decrease of Below Basic in reading which did not convert to increased PACT test scores in 2007. Overall reading on MAP from fall to winter showed an increase on average gains in the district with the highest gains in Reading in second grade. The CCSD Coherent Curriculum Balanced Literacy Framework is our anchor for teaching English Language Arts. It is a comprehensive document using the basal as the Core Reading Series and leveled reading materials. It offers consistency for new teachers. We continue to expect cold reads each Friday. We will continue to implement RBI 2nd-5th grade during the guided reading block based on the MAP strands and RIT Band Levels. Our 4th grade team is new in their 2nd year and our Instructional Resource Teacher (IRT) will focus her attention on both of the fourth grade classes. The leadership team decided that Academy of Reading and NCS did not increase scores for students in reading. Holding daily small group instruction with a certified teacher is better and using technology in authentic ways will increase reading and writing and build background knowledge in science and social studies. The MAP interventionist will assist during each grade level ELA RBI time to narrow the band and individualize even more to scaffold student reading. Test scores on PACT indicated our most challenged students need extended day to close the gaps in reading – Hursey is serving 88 students K-5th grade in the 21st Century Learning Grant (Hursey-Hope worldwide) for 2007-2008 will serve 105 students M-F in 2008-2009; Saturday Academy; and Summer Success Sessions will be held June 9-July 3 for rising K to rising 5th.

<i>Grade</i>	<i>Below Basic</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	42.9	21.2	52.8	42.9	42.4	47.2	12.2	33.3	0.0	2.0	3.0	0.0
4	54.8	54.5	34.4	37.0	36.4	56.3*	6.8	9.1	9.4	1.4	0.0	0.0
5	60.5	51.4	52.8	34.6	42.9	47.2	4.9	5.7	0.0	0.0	0.0	0.0

PACT: Mathematics (percentage of students) To improve student performance in the area of mathematics.

In 2007 approximately 87.5% of students scored Basic or Below in the Math portion of PACT decreasing the percentage from 2006. In 2006 approximately 92% of students scored Basic or Below in the Math portion of PACT African American students have increased the number in Basic and Proficient and while decreasing the percent in Below Basic. The percent of special education scoring Below Basic has decreased from 2006 (91.5%) -2007 (88.2%). MAP testing in the last year shows the increase of math in grades 2nd-5th. Third grade most recently was recognized for highest math gains on MAP from Fall to Winter. We will continue implementation of Everyday Math 2008-2009 (2nd year). PACT and MAP data indicates that teacher training in math using hands-on manipulatives, vocabulary strategies and writing daily about math are to be expected daily and the use of Touch Point Math PreK-3rd grade to assist students during computation as a visual cueing system.

Grade	Below Basic			Basic			Proficient			Advanced		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	53.1	35.3	53.3	40.8	50.0	43.6	4.1	5.1	18.2	2.0	5.9	0.0
4	63.0	63.6	54.3	27.4	27.3	31.4	8.2	6.8	11.4*	1.4	2.3	2.9
5	53.7	52.6	58.7	45.1	41.2	32.6	0.0	5.9	6.5	1.2	0.0	2.2

PACT: Science (percentage of students) To improve student performance in the area of science.

Over the past two years the science scores stayed the same and showed little or no growth in Science. MAP testing in science in the fall of 2007 provided the baseline for grades 2nd-5th. PACT and MAP data indicates that teacher training in inquiry process and science note booking using hands-on manipulatives, vocabulary strengthening and responding daily using writing about science. We will increase building prior knowledge on science topics by reading non-fiction science books in guided reading lessons.

Grade	Below Basic			Basic			Proficient			Advanced		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	82.9	56.7	78.9	14.6	40.0	21.1	0.0	3.3	0.0	2.4	0.0	0.0
4	76.1	90.0	80.0	20.9	10.0	17.1	3.0	0.0	0.0	0.0	0.0	2.9*
5	85.5	77.8	86.4	13.2	22.2	0.1	1.3	0.0	4.5	0.0	0.0	0.0

Key:

Highlighted percentages = decreases at the tested grade level from 2006-2007.

Underlined percentages = increases from year to year at the tested grade level 2006-2007

Red scores show longitudinal data measured from 3rd- 4th.

Red scores asterisked are exceptions.

Fall/Winter MAP ELA Data 2007-08
(*NWEA Target growths calculated Fall 2007-Winter 2007)

Grade	Number of Students	Met *MAP Target Growth*	% Met MAP Target Growth*
3rd	33	13	39.3
4th	42	9	21.4
5th	42	20	47.6
Total	117	42	35.8

Fall/Winter MAP Math Data 2007-08
(*NWEA Target growths calculated Fall 2007-Winter 2007)

Grade	Number of Students	Met MAP Target Growth*	% Met MAP Target Growth*
3rd	33	13	33.4
4th	42	17	40.8
5th	42	20	47.6
Total	117	50	42.7

Fall/Winter MAP Science: Concepts and Processes Data 2007-08
(*NWEA Target growths calculated Fall 2007-Winter 2007)

Grade	Number of Students	Met MAP Target Growth*	% Met MAP Target Growth*
3rd	33	10	30.0
4th	42	12	28.5
5th	42	16	38.0
Total	117	38	32.1

Summary of process used to develop the FSRP and the persons involved for 2008-2009

The Academic Leadership Team and School Improvement Council/Title I Planning Team reviewed the data, the school renewal plan and focused implementation of the school renewal plan to make recommendations based on faculty feedback in planning and priority both in personnel and program implementation. They reviewed software licenses and student progress; lab use with software versus authentic integrated and media technology uses; keeping part time Reading Recovery and adding FROG:Facilitating Reading Optimal Growth (We visited two schools with successful FROG implementation in January and February). We are adding a part time interventionist to strengthen RIT band instruction during guided reading in fourth grade; our MAP Interventionist will assist teacher with RIT bands using nonfiction leveled text in the science and social studies series to build background knowledge 2nd -5th grades and work with small groups of students scoring Basic boosting their test taking strategies and moving them to Proficient or Advanced. Adding an Instructional Resource Teacher (IRT) to model, teach and monitor early literacy lessons in CD, K and 1st grade classrooms half time will strengthen the implementation of emergent literacy in the early childhood classrooms. We have presented the information to School Improvement Council for their feedback; and included discussion of parent survey results for restructuring as we made decisions.

The following strategies/techniques will address closing achievement gaps:

- The Charleston County Coherent Curriculum
- Balanced Literacy Model School Wide-120 minutes (three forty minute periods) of reading and writing instruction (writing and reading extended across all curricular areas) Effective early reading instruction emphasized in PreK-2nd -"learning to read"; and "reading to learn" in 3rd-5th focusing guided reading anchored to science and social studies
- RBI in guided reading using reciprocal teaching model (RTM)
- Six Plus One Trait Writing (utilizing our 6 model classroom teachers for writer's workshops with grade level teams)
- "Cold reads" every Friday to build endurance for navigating text and utilizing reading strategies for comprehension
- Everyday Math Year # 2 Keep the Math consultant in place for four visits
- TouchMath is a multi-sensory teaching approach that bridges manipulation and memorization. It helps students to develop the ability to perform basic operation in addition, subtraction, multiplication and division. It is an effective method of teaching basic mathematical operations to students who struggle with math.
- Creative Problem Solver used 2 days per week to enhance reading, writing and math understanding
- Hands-On Science using FOSS kits and Science Note Booking-Focus on Inquiry Process Model quarterly
- Integrating Instructional Technology Across the Curriculum-Technology Lab opened except when MAP testing
- PTA and Family Literacy Nights
- Sustained professional development
- Individual student conferences (goal setting for MAP testing; understanding grades and developing plans for improvement)

Addendum

- Due to budget constraints the district did not purchase MAP Science Assessment. Therefore, the Academic Leadership Team is deleting goals #3 - Science. The Teacher Curriculum Teams are using the state support documents and the Charleston County Coherent Curriculum to drive instruction and develop common grade level assessments.
- The NWEA compares Fall to Spring target growth and can be found on the Individual Student Report or Dynamic Report. Goals have been changed to Fall to Spring.
- **Summary of process used to develop the FSRP**
 - Each goal and strategies were selected after we analyzed PACT data, MAP Data, and input for the Instructional Team.
 - We then determined which areas would have the greatest impact on student achievement.
 - Used the Absolute Value Calculator to determine the percent need to move index .1
 - The Calculator indicted that we need at least 40% in ELA, Math, which is an ambitious percent of our students
 - Used a Correlation Matrix between PACT and MAP to determine the probability of a student scoring Proficient
- Goal #1 and Goal # 2 are not the same.
 - Goal #1 is Reading and Goal #2 is Math.
 - Different strategies for each content area
 - Percent is the same as determined by Absolute Value Calculator

School Timeline

May/June

- Create rosters for homerooms
- Establish membership of Instructional Team, School Leadership Team, School Improvement Council (spring election), PTA(spring election), Grade Level Teams, CORE and Response to Intervention Team, PBIS Team (develops the climate and culture)

July

- Create master schedule
- Develop year long calendar and handbook for parents
- Develop year long calendar for staff

August

- School based professional development day (8/13)
- APEX review with each teacher on Spring PACT results-2008/MAP gains form 2007-2008

Ongoing - Weekly:

- TCT meetings (each week takes a specific focus: Reading; Scoring Writing and Trait; Math; Data Meeting; Science)
- CORE Team Meeting
- Minimum of five teacher observations with feedback
- Classroom observations by instructional team
- Instructional team meetings/ review and plan PD
- Grade level teams plan

Ongoing - Bi-monthly:

- Hursey family Meetings
- Vertical Team Meeting/PD

Ongoing – Monthly

- PBIS meets
- School Leadership Team meets to review data and effectiveness of implementation
- Peer observation days with subs provided
- Review schedule to calculate open lab and open media times used by classes-provide monthly summary data
- Technology Wednesdays
- SIC meets
- PTA Board meets

September

- MAP Testing (after Labor Day-middle of month K-5th)

Ongoing - Weekly:

- TCT meetings (each week takes a specific focus: Reading; Scoring Writing and Trait; Math; Data Meeting; Science)
- CORE Team Meeting

- Minimum of five teacher observations with feedback
- Classroom observations by instructional team
- Instructional team meetings/ review and plan PD
- Grade level teams plan

Ongoing - Bi-monthly:

- Hursey family Meetings
- Vertical Team Meeting/PD

Ongoing – Monthly

- PBIS meets
- School Leadership Team meets to review data and effectiveness of implementation
- Peer observation days with subs provided
- Review schedule to calculate open lab and open media times used by classes-provide monthly summary data library circulation numbers
- Score writing prompts Trait Focus: Ideas/Organization Genre: Descriptive Writing
- Everyday Math Consultant observes teacher implementation and models in two new hires classrooms (1st-2nd); meets to give feedback
- SIC meets
- PTA Board meets
- PTA-Open House-overview of Title I-Restructuring-PACT results

End of Month

- Review MAP results/discipline referrals/ attendance with each teacher

October

Ongoing - Weekly:

- TCT meetings (each week takes a specific focus: Reading; Scoring Writing and Trait; Math; Data Meeting; Science)
- CORE Team Meeting
- Minimum of five teacher observations with feedback
- Classroom observations by instructional team
- Instructional team meetings/ review and plan PD
- Grade level teams plan

Ongoing - Bi-monthly:

- Hursey family Meetings
- Vertical Team Meeting/PD

Ongoing – Monthly

- PBIS meets
- School Leadership Team meets to review data and effectiveness of implementation
- Peer observation days with subs provided
- Review schedule to calculate open lab and open media times used by classes-provide monthly summary data
- Score writing prompts Trait Focus: Sentence Fluency Genre: Narrative Writing
- SIC meets
- PTA Board meets

- PTA grade level performance
- Family Literacy Night PreK-2nd

End of Month

- Review MAP results/discipline referrals/ attendance with each teacher

November

Ongoing - Weekly:

- TCT meetings (each week takes a specific focus: Reading; Scoring Writing and Trait; Math; Data Meeting; Science)
- CORE Team Meeting
- Minimum of five teacher observations with feedback
- Classroom observations by instructional team
- Instructional team meetings/ review and plan PD
- Grade level teams plan

Ongoing - Bi-monthly:

- Hursey family Meetings
- Vertical Team Meeting/PD

Ongoing – Monthly

- PBIS meets
- School Leadership Team meets to review data and effectiveness of implementation
- Peer observation days with subs provided
- Review schedule to calculate open lab and open media times used by classes-provide monthly summary data
- Score writing prompts Trait Focus: Word Choice Genre: Expository Writing
- SIC meets
- PTA Board meets
- PTA grade level performance
- Family Literacy Night PreK-2nd

End of Month

- Review MAP results/discipline referrals/ attendance with each teacher

December

MAP Testing (beginning of the month)

Ongoing - Weekly:

- TCT meetings (each week takes a specific focus: Reading; Scoring Writing and Trait; Math; Data Meeting; Science)
- CORE Team Meeting
- Minimum of five teacher observations with feedback
- Classroom observations by instructional team
- Instructional team meetings/ review and plan PD
- Grade level teams plan

Ongoing - Bi-monthly:

- Hursey family Meetings
- Vertical Team Meeting/PD

Ongoing – Monthly

- PBIS meets
- School Leadership Team meets to review data and effectiveness of implementation
- Peer observation days with subs provided
- Review schedule to calculate open lab and open media times used by classes-provide monthly summary data
- Score writing prompts Trait Focus: Voice Genre: Friendly Letter
- Everyday Math Consultant observes teacher implementation; meets to give feedback
- SIC meets
- PTA Board meets
- PTA grade level performance
- Family Literacy Night PreK-2nd
- Book Fair

January

Ongoing - Weekly:

- TCT meetings (each week takes a specific focus: Reading; Scoring Writing and Trait; Math; Data Meeting; Science)
- CORE Team Meeting
- Minimum of five teacher observations with feedback
- Classroom observations by instructional team
- Instructional team meetings/ review and plan PD
- Grade level teams plan

Ongoing - Bi-monthly:

- Hursey family Meetings
- Vertical Team Meeting/PD

Ongoing – Monthly

- PBIS meets
- School Leadership Team meets to review data and effectiveness of implementation
- Peer observation days with subs provided
- Review schedule to calculate open lab and open media times used by classes-provide monthly summary data
- Score writing prompts Trait Focus: Conventions Genre: Descriptive Writing
- Everyday Math Consultant observes teacher implementation and models strategies after school to faculty; meets to give feedback
- SIC meets
- PTA Board meets
- PTA grade level performance
- Family Literacy Night PreK-2nd

End of Month

- Review MAP results/discipline referrals/ attendance with each teacher

February

Ongoing - Weekly:

- TCT meetings (each week takes a specific focus: Reading; Scoring Writing and Trait; Math; Data Meeting; Science)
- CORE Team Meeting
- Minimum of five teacher observations with feedback
- Classroom observations by instructional team
- Instructional team meetings/ review and plan PD
- Grade level teams plan

Ongoing - Bi-monthly:

- Hursey family Meetings
- Vertical Team Meeting/PD

Ongoing – Monthly

- PBIS meets
- School Leadership Team meets to review data and effectiveness of implementation
- Peer observation days with subs provided
- Review schedule to calculate open lab and open media times used by classes-provide monthly summary data
- Score writing prompts Trait Focus: Conventions Genre: Narrative Writing
- SIC meets
- PTA Board meets
- PTA grade level performance
- Family Literacy Night PreK-2nd

50 Days before PACT Begins

- Implement PACT Push Plan

End of Month

- Review MAP results/discipline referrals/ attendance with each teacher

March

MAP Testing (middle of month through mid April - K-5th)

Ongoing - Weekly:

- TCT meetings (each week takes a specific focus: Reading; Scoring Writing and Trait; Math; Data Meeting; Science)
- CORE Team Meeting
- Minimum of five teacher observations with feedback
- Classroom observations by instructional team
- Instructional team meetings/ review and plan PD
- Grade level teams plan
- Implement PACT Push Plan

Ongoing - Bi-monthly:

- Hursey family Meetings
- Vertical Team Meeting/PD

Ongoing – Monthly

- PBIS meets
- School Leadership Team meets to review data and effectiveness of implementation; develops new goals/plan
- Peer observation days with subs provided
- Review schedule to calculate open lab and open media times used by classes-provide monthly summary data
- Score writing prompts Trait Focus: PACT Writing Rubric all four areas Genre: Expository – Social Writing
- Everyday Math Consultant observes teacher implementation and meets to give feedback
- SIC meets
- PTA Board meets
- PTA grade level performance
- Family Literacy Night PreK-2nd

End of Month

- Review MAP results/discipline referrals/ attendance with each teacher

April

Ongoing - Weekly:

- TCT meetings (each week takes a specific focus: Reading; Scoring Writing and Trait; Math; Data Meeting; Science)
- CORE Team Meeting
- Minimum of five teacher observations with feedback
- Classroom observations by instructional team
- Instructional team meetings/ review and plan PD
- Grade level teams plan

Ongoing - Bi-monthly:

- Hursey family Meetings
- Vertical Team Meeting/PD

Ongoing – Monthly

- PBIS meets
- School Leadership Team meets to review data and reviews school renewal plan for 2009-2010
- Peer observation days with subs provided
- Review schedule to calculate open lab and open media times used by classes-provide monthly summary data
- Last writing prompt: Trait Focus: PACT writing rubric all 4 areas Genre: Descriptive Writing
- SIC meets
- PTA Board meets
- PTA grade level performance / spring SIC and PTA elections
- Family Literacy Night PreK-2nd
- Montessori Parenting Night

End of Month

- Review MAP results/discipline referrals/ attendance with each teacher

May

PACT Testing (begins 2nd week in May through 3rd week; 4th week for make-up)

Ongoing - Weekly:

- TCT meetings end of year results for students/creating class rosters
- Score writing prompts
- CORE Team Meeting
- Minimum of five teacher observations with feedback
- Classroom observations by instructional team
- Instructional team meetings/ review and plan PD
- Grade level teams plan

Ongoing - Bi-monthly:

- Hursey family Meetings
- Vertical Team Meeting/PD

Ongoing – Monthly

- PBIS meets
- School Leadership Team meets to review data
- Review schedule to calculate open lab and open media times used by classes-provide monthly summary data
- SIC meets
- PTA Board meets
- PTA grade level performance
- Family Literacy Night PreK-2nd
- Montessori meetings

End of Month

Review MAP results/discipline referrals/ attendance with each teacher

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: By the winter 2009 MAP, 40% of the students, 3rd -5th grades, who take the **Reading** portion of MAP will obtain their NWEA target growth between Fall 08 and Spring 09 administration of the MAP test.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Scheduling 120 minutes of reading instruction daily—implementing a balanced literacy model as expected by the coherent curriculum; frequent running records using Dominie Assessment to progress monitor targeted readers. (All K and 1 st grade three times a year and targeted students progress monitored who are referred to CORE team).	Teachers Principal Lead Teacher School Psychologist Interventionists	August 2008	Principal will check on posted teaching schedules of ELA Block. Principal and Instructional Team observes weekly during the balanced literacy model with written feedback to the teachers. Interventionists train reciprocal teaching model for guided reading, model, observe, offer feedback to teachers. Principal and instructional team will analyze Dominie data to make recommendations for best program implementation for struggling, on grade level and proficient readers in K and 1 st grade. The Principal and/or Instructional Team are responsible for collecting and organizing the documentation.
2. Using data from MAP to plan differentiated small group instruction; RIT Band Instruction during guided reading block	MAP Interventionist IRT Principal	August 2008	Principal and Instructional Team have weekly scheduled observations of guided reading using RIT Band Groups formed after fall MAP and winter MAP by strands. Weekly reading of lesson plans will share titles of non-fiction leveled selections in both science and social studies used during guided reading. The Principal and/or Instructional Team are responsible for collecting and organizing the documentation.
3. Students will build oral reading /writing fluency in school and out of school (PreK-5th) will take a leveled book in a baggie home each evening to read independently or read with someone in the household/ book log kept and response journaling in school and at home for minutes read and books listed	Principal Teacher Parent Educator Media Specialist	August 2008	Principal and Instructional Resource Teachers will have a reading jamboree to invite parents in reading and logging leveled texts sent home and response journaling nightly. In school principal will monitor students' daily reading logs and response journals.
4. Graduate course on integrating technology through the curriculum PreK-5 th – emphasis on bringing books, media literacy, resources and titles to teaching in the classrooms. Writing across the curriculum emphasized as well.	Principal/Teacher USC Professor	Jan. 2009	The instructional team will weekly observe to determine proper implementation of strategies and techniques discussed in class. Interventionist and lead teacher will continue to model, coach and provide feedback as a result of observation and weekly team meetings.
5. Students will build reading endurance at grade level by practicing <i>cold reads</i> using Science and Social Studies leveled readers (non-fiction topics and genre specific by grade level to support science and social studies).	Principal IRT/ MAP Interventionist	Sept. 2008	The interventionists will provide and principal will monitor cold reads each week to teachers to give students (will include non-fiction topics specific to grade level standards as well as specific genre by grade level); student will construct a line graph of comprehension scores each week. The Principal and/or Instructional Team are responsible for collecting and organizing the documentation.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2: By the winter 2009 MAP, 40% of the students, 3rd -5th grades, who take the **Math** portion of MAP will obtain their NWEA target growth between Fall 08 and Spring 09 administration of the MAP test.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. RIT Band Instruction during guided math lessons using Everyday Math using reciprocal teaching strategies and time for students to authentically practice and build math fluency and background knowledge. Touch Point Math used for visual cueing system during computation.	IRT Interventionists Lead teacher Principal	August 2008	Instructional team and Principal will weekly observe classroom instruction and read lesson plans given weekly feedback regularly. Focused math meetings on TCT days to enhance math lessons in the classroom; IRT will review Touch Point Math at grade level meetings; principal and instructional team will note that posters are mounted in classrooms and number lines PreK-2 nd are used daily. The Principal and/or Instructional Team are responsible for collecting and organizing the documentation.
2. Math instruction scheduled for 90 minutes daily - Implementing Everyday Math – includes using Creative Problem Solver two times a week.	IRT Interventionists Math Consultant Principal	August 2008	Everyday Math consultant will demonstrate and dialogue with teachers 2 times per semester and gives written feedback after observing Everyday Math teaching. RIT Band Groups formed after winter MAP by interventionist based on math strands. Principal arranges for teachers to observe high performing Everyday Math teachers whose implementation is strong.
3. Vocabulary emphasis to build math language consistency using word walls, anchor charts on each strand of math- file folder word walls/ source book for students	IRT Interventionists Lead teacher Principal	August 2008	Instructional team and principal will weekly observe math anchor charts in classroom as well as students individual source books or math word wall folders; documented accountable talk during think, pair, solve, and share will be observed on student created anchor charts.
4. IRT teacher working with targeted groups of students in 5 th grade 3 days a week to insure Proficient and Advanced scoring on PASS in math.	Principal SAIL teacher	Sept. 2008	Weekly report with time on task and improvement in math problem solving MAP Interventionist and Principal/IRT Teacher
5. Students will keep math journals and use Everyday Math Resource Book daily as a tool to gain understanding and develop concepts using manipulatives.	IRT Interventionists Lead teacher Principal	August 2008	Principal and Instructional Team will weekly observe and provide feedback during class and TCT Meetings to see use of math journals and use of Everyday Math resource Book as a tool to help students gain a deeper level of concept understanding. The Principal and/or Instructional Team are responsible for collecting and organizing the documentation.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3: By April 2009, 40% of the students, 3rd-5th grades will show an increase of 4 points using the South Carolina Extended Response Scoring Rubric from the Fall 2008 to the Spring 2009 benchmark writing prompt.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The students will have a simulated monthly extended writing prompt along with multiple choice questions on grammar	Principal Instructional Team Teachers	Sept. 2008	The Principal and/or Instructional Team are responsible for collecting, organizing the documentation, and providing monthly feedback to teachers. The Instructional Team and Teachers will analysis the results of the monthly prompts to determine the next steps for classroom instructional and individual achievement. Instructional Team and Principal will weekly observe classroom instruction and writing lesson plans given weekly feedback regularly.
2. The Teacher Curriculum Teams will score the monthly extended prompts using the new PASS rubric to use as spring boards for mini-lessons using the 6-Traits structure.	Principal Instructional Team	Sept. 2008	The Principal and/or Instructional Team are responsible for collecting, organizing the documentation, and providing monthly feedback to teachers. The Instructional Team and Teachers will analysis the results of the monthly prompts to determine the next steps for classroom instructional and prepare mini-lessons using the 6 Traits Structure. Instructional Team and Principal will weekly observe classroom instruction and mini-writing lesson plans given weekly feedback regularly
3. The Instructional Resource Teacher will graph the prompts results each month by grade to look for strengths and weakness in each class/grade level.	Principal Instructional Team	Sept. 2008	The Principal and/or Instructional Team are responsible for collecting, organizing the documentation, and providing monthly feedback to teachers. The Instructional team will weekly review writing graphs and determine grade and school strengths and weakness and provide feedback to the teachers.
4. The teachers will model examples of the multiple choice items for the students, the teacher and students will work examples together for a clear understanding of how to choose the best answers (test taking strategies).	Principal Instructional Team	Sept. 2008	The Principal and/or Instructional Team are responsible for collecting, organizing the documentation, and providing monthly feedback to teachers. Instructional Team and Principal will weekly observe classroom instruction and mini-writing lesson plans given weekly feedback regularly

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: :

By the winter 2009 MAP, 40% of the students, 3rd -5th grades, who take the **Reading** portion of MAP, will obtain their NWEA target growth between Fall 08 and Spring 09 administration of the MAP test.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The Principal will conduct weekly observations in classrooms looking for consistency using the coherent curriculum, rigor and relevance related to higher order questioning for critical thinking and problem solving. Principal will enter observations in Power User tool in CCSD.	Principal	August 2008	Weekly observations by the instructional team and principal with oral and written feedback. Lessons plans reviewed weekly and written feedback given to teachers by principal. Logging in teacher observations and notes on district Observation Report Log as well as using the CCSD Observation Form in duplicate. The Principal and/or Instructional Team are responsible for collecting, organizing the documentation, and providing weekly feedback to teachers.
2. The Principal and Instructional Team will analysis reading data (Reading MAP, Reading PACT, reading assessment, monthly writing prompts, Dominie Reading Assessment) with teachers on a bi-monthly basis.	Principal Instructional Team	August 2008	Feed back will be provided bi-weekly to teachers with next steps to use the data to drive classroom instruction, to improve small group instruction, and improve student achievement. The Principal and/or Instructional Team are responsible for collecting, organizing the documentation, and providing weekly feedback to teachers.
3. Provide time weekly for teachers to meet and dialogue about teaching and learning –focused teacher coherence team meetings covering reading, and data each month; 1 planning days each semester for mapping and integrating the curriculum; time for peer observations.	Principal	August 2008	Teachers will rotate turns each month in taking the lead by facilitating the TCT Meetings; beginning 2 nd semester the teachers will set the agenda for the next meeting by grade level teams internalizing instructional strategies and techniques shown in their lessons planning and delivery. Units of study will be the finished product by grade levels on coherent curriculum planning days. The Principal and/or Instructional Team are responsible for collecting, organizing the documentation, and providing weekly feedback to teachers.
4. The principal will monitor the professional development plan and schedule to ensure the PD listed in strategies is implemented with fidelity and integrity.	Principal Instructional Team	August 2008	The principal and academic leadership team will monitor FSRP and goals paired with the professional development calendar to assure teachers are supported in their implementation. (Documented observations and feedback sheets to the teachers will share delivery of best instructional practices.) The Principal and/or Instructional Team are responsible for collecting, organizing the documentation, and providing weekly feedback to teachers.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: By the winter 2009 MAP, 40% of the students, 3rd -5th grades, who take the **Math** portion of MAP will obtain their NWEA target growth between Fall 08 and Spring 09 administration of the MAP test.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
1. The Principal will provide an instructional /professional development calendar showing all meeting dates, professional development days, CORE and TCT meetings.	Principal	August 2008	All staff members will receive a professional development and a meeting schedule calendar from the principal; the weekly newsletter to staff will also highlight weekly expectations, meetings and professional development.
2. The Principal and Instructional Team will analysis math data (Math MAP, Math PACT, Everyday Math Assessments) with teachers on a bi-monthly basis.	Principal Instructional Team	August 2008	The Principal and Instructional will provide bi=weekly feedback to teachers with next steps to use the data to drive classroom instruction, to improve small group instruction, and improve student achievement. The Principal and/or Instructional Team are responsible for collecting, organizing the documentation, and providing weekly feedback to teachers.
3. The principal will monitor the professional development plan and schedule to ensure the PD listed in strategies is implemented with fidelity and integrity.	Principal Instructional Team	August 2008	The principal and academic leadership team will bi-montly monitor FSRP and goals paired with the professional development calendar to assure teachers are supported in their implementation. (Documented observations and feedback sheets to the teachers will share delivery of best instructional practices.)
4. Monitoring teacher feedback and recognition to students to retain motivation for student learning. (efficacy in learning from room to room and student to student – Marzano)	Principal Instructional Team	August 2008	Observations in the classroom by principal will note specific constructive verbal and written comments to students on their work. Principal will review students' journals and portfolios; students' grades. Teachers who increase specific constructive feedback both verbally and in writing will increase achievement on MAP and attendance and will decrease off-task behaviors, discipline referrals and suspensions (SWIS).
5. The Principal will conduct weekly observations in classrooms looking for consistency using the coherent curriculum, rigor and relevance related to higher order questioning for critical thinking and problem solving. Principal will enter observations in Power User tool in CCSD.	Principal	August 2008	Weekly observations by the instructional team and principal with oral and written feedback. Lessons plans reviewed weekly and written feedback given to teachers by principal. Logging in teacher observations and notes on district Observation Report Log as well as using the CCSD Observation Form in duplicate. The Principal and/or Instructional Team are responsible for collecting, organizing the documentation, and providing weekly feedback to teachers.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1:

By the winter 2009 MAP, 40% of the students, 3rd -5th grades, who take the **Math** portion of MAP, will obtain their NWEA target growth between Fall 08 and Spring 09 administration of the MAP test.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy <i>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</i>	Person(s) Responsible <i>(Position/Name)</i>	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide additional early release days for professional development in the Math	Associate Supt., principal, and Academic Support Team	09/2008	The instructional coordinators for mathematics will provide monthly grade specific professional development for teachers on additional early release days. Associate Superintendent and/or District Academic Support Team are responsible for collecting and organizing the documentation
Monitor the implementation of Best Practices learned during professional development. (CCSH Coherent Curriculum, Everyday Math, TouchMath)	Academic Support Team, Principal and IRT	09/2008	A schedule of classroom visits and observations will be created by the principal and the Academic Support Team. Teachers will receive immediate feedback. Feedback will be used for instructional improvements. Associate Superintendent and/or District Academic Support Team are responsible for collecting and organizing the documentation
The Associate Superintendent will meet monthly with the principal to review data and progress of implementation the FSRP; to improve student achievement.	Associate Superintendent	9/2008	Associate Superintendent will meet with meet monthly with the principal to review the progress of the school (Site Visits, FSPR, MAP Data, Curriculum Issues and Assessments). Feedback will be provided to the principal with next steps to improve student achievement. Associate Superintendent and/or District Academic Support Team are responsible for collecting and organizing the documentation
In addition to bi-weekly walk-throughs, instructional audits will be provided in the fall and spring semesters.	Academic Support Team,	08/2008	The academic support team will spend the entire day one in the fall and one in the spring visiting all classrooms and observing the school climate, talking with instructional staff and support staff. In conclusion a detailed report would be left with the principal. The report will be discussed with the principal and the school's leadership team. Associate Superintendent and/or District Academic Support Team are responsible for collecting and organizing the documentation
Continue to provide a District Instructional Support Team to assist, provide professional development, monitor curriculum areas, and provide feedback to principal and Associate Superintendent.	District Instructional Team	08/2008	The District Instructional Support Team (CAST) will provide monthly feedback to the Principal and Associate Superintendent support given in the school; suggestions, with agendas, minutes, and material provided to the staff. Associate Superintendent and/or District Academic Support Team are responsible for collecting and organizing the documentation

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2:

By the winter 2009 MAP, 40% of the students, 3rd -5th grades, who take the **Reading** portion of MAP, will obtain their NWEA target growth between Fall 08 and Spring 09 administration of the MAP test.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
In addition to bi-weekly walk-throughs, instructional audits will be provided in the fall and spring semesters.	Academic Support Team,	08/2008	The academic support team will spend the entire day one in the fall and one in the spring visiting all classrooms and observing the school climate, talking with instructional staff and support staff. In conclusion a detailed report would be left with the principal. The report will be discussed with the principal and the school's leadership team. Associate Superintendent and/or District Academic Support Team are responsible for collecting and organizing the documentation
Provide opportunities for teachers to visit and observe teachers in high performing schools in the area of Reading.	Principal and Academic Support Team	10/2008	The academic support team, in conjunction with the principal will assign teachers from grades 3 rd – 5 th with an opportunity to observe a teacher in a high performing school. The visiting teacher will be required to implement effective strategies learned to improve student achievement.
Monitor the implementation of Best Practices learned during professional development. (CCSD Coherent Reading Curriculum, Balance Framework for Literacy)	Academic Support Team, Principal and IRT	09/2008	A schedule of classroom visits and observations will be created by the principal and the Academic Support Team. Teachers will receive immediate feedback. Feedback will be used for instructional improvements. Associate Superintendent and/or District Academic Support Team are responsible for collecting and organizing the documentation
Continue to provide a District Instructional Support Team (CAST) to assist, provide professional development, monitor curriculum areas, and provide feedback to principal and Associate Superintendent.	Associate Superintendent District Instructional Team	08/2008	The District Instructional Support Team (CAST) will provide monthly feedback to the Principal and Associate Superintendent support given in the school; suggestions, with agendas, minutes, and material provided to the staff. Associate Superintendent and/or District Academic Support Team are responsible for collecting and organizing the documentation
The Associate Superintendent will meet monthly with the principal to review data and progress of implementation the FSRP; to improve student achievement.	Associate Superintendent	9/2008	Associate Superintendent will meet with meet monthly with the principal to review the progress of the school (Site Visits, FSPR, MAP Data, Curriculum Issues and Assessments). Feedback will be provided to the principal with next steps to improve student achievement. Associate Superintendent and/or District Academic Support Team are responsible for collecting and organizing the documentation.

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

- Achieving Performance Excellence (APEX) Acronym used by district when superintendent and principal meet to review data and implementation of programs/ideas/interventions in schools.
- Child Development (CD) program serving 4-year olds who qualify based on DIAL 3 screening.
- Concepts About Print Assessment (CAPS) - This is an assessment developed by Marie Clay used in Reading Recovery. First grade students are ranked lowest to highest and those who are lowest are served first in a 1:1 setting for 30 minutes daily for twenty weeks.
- Dominie Reading Assessment is given to all students in grades K-5th three times a year. Reading data is collected in phonemic awareness, phonics, spelling, fluency and comprehension. The data is used to individualize instruction, plan for small groups and identify children who need a more intensive reading intervention.
- FOSS kits Hands-on science kits for K-5th grade. They are standards based and modules for each science theme. They are delivered to each school on a rotation schedule.
- Facilitating Reading for Optimal Growth FROG Model A small group reading intervention offering a forty minute lesson daily to a flexible group of struggling readers (4-5) using all four components of a Reading Recovery lesson.
- Instructional Resource Teacher (IRT)
- Measures of Academic Progress (MAP) Nationally normed test given to K-5th grade students in the computer lab three times a year in Reading, Math and Science. The results are used to plan and form flexible groups based on RIT ranges of each child.
- Reading Recovery (RR) A New Zealand program offered to first graders who score the lowest on CAPS assessment given to first time first graders for thirty minutes a day for twenty weeks.
- Rasch Unit (RIT) Band Instruction (RBI) A measured band where a student falls after MAP testing is complete and The Descartes will scaffold learning objectives in this band necessary to aid student learning at grade level using focused, intense short term instruction.
- School Improvement Council (SIC) a group of parents (elected), teachers (elected), the principal and community members (appointed) who advise and counsel the school in making decisions.
- Six Plus One Trait Writing A framework for teaching writer's workshop that includes: ideas, organization, voice, sentence fluency, conventions, and presentations. The teachers also use writing rubrics for scoring children's writing.
- Teacher Coherence Teams (TCT) Grade level teams meet with the principal and instructional team weekly and focus their attention on data/ reading/ scoring writing prompts/ challenges as a team, etc.
- TouchMath is a multi-sensory teaching approach that bridges manipulation and memorization. It helps students to develop the ability to perform basic operation in addition, subtraction, multiplication and division. It is an effective method of teaching basic mathematical operations to students who struggle with math.

- CHAMPS (Conversation, Help, Activity, Movement, Participation) Teacher training program for a proactive and positive approach to classroom management.
- Kidspiration Graphic Organizer Computer Program
- SAIL Charleston County Schools District Gifted and Talented Program